

## YOUTUBE – THE NEW LEARNING CURVE OF GENERATION-‘X’

**Dr. SAPNA SAH**

*Assistant Professor, Department of Education, Noida College of Physical Education,  
CCS University, Meerut, Uttar Pradesh, India*

### ABSTRACT

*The author has done a research work on the topic to understand the YouTube among many other social media channels and contribution to the education field in particular. The researcher has taken the global perspective to an extent to understand its acceptance by both the teachers and learners, here we mean on any subject. It was wonderful to know that the regular school and college subjects were also given much importance worldwide, even the English as language learning also become more vibrant by this tool. The researcher also took the data of both primary and secondary, whereas the primary data was collected from the Under-Graduate and Post-Graduate equally to know their interest in learning their subjects using this channel, of course the result is also fabulous, many spent good time and also it is valuable as well. The invention, innovation and higher level technology up-gradation in the recent past has produced many electronic gadgets with high importance in various arena also one of the major reasons for this dramatic change among the Generation-X. It will be more interesting to go through the entire research work as well.*

**KEYWORDS:** *Generation-X, YouTube, Social Media, Learning and Teaching, Subjects, Education & Discipline*

**Received:** Jan 12, 2019; **Accepted:** Feb 01, 2019; **Published:** Sep 26, 2019; **Paper Id.:** IJESROCT20193

### INTRODUCTION

The Generation-X is said to be the latest generation who continuously upgrade in multi-discipline. The recent saying and experience of every parents and grandparents in the world today is they all were born with a latest microprocessor. The current generation is the one who learns in no time to operate any electronic gadgets on various reasons be it a mobile phone, Tab, computer and what not. The current electronic market is also be very trendy in developing and marketing the latest supporting tool for all these electronic gadgets such as YouTube, Twitter, Face Book, Instagram, WhatsApp and so on. The tools as well as the gadgets is contributing in multiple ways to share the information in large volume, therefore it is no wonder that they also contribute for teaching and learning amongst both the teaching fraternity and the students as well. The process is very simple and easy to adopt as they go forward. This specific paper also contributes on the impact or the positive changes in the learning curve amongst the learners.

Many research have been made on the impact of social media in teaching and learning and has added some value to the current study made by the author in this research paper, which has been explored as follows;

(Rdouan Faizi, 2013) Rdouan Faizi Et-Al, in the paper “Exploring the Potential Benefits of Using Social Media in Education” has found out that the web-based applications improves communication among students as well as between teachers and students. The technologies of-course connects both teachers and students in a matter of seconds. It promotes students’ engagement. Students also express their creativity and voice their opinion on a social network website in a positive node. The social media applications foster collaboration as they allow

students to work together to achieve a common goal, stating those benefits they recommend online social tools to be used in learning environments.

(Jovanovic, Chiong, & Weise, 2012) has explained that today's students and educators live in the world of Facebook, Twitter, Wikipedia and YouTube. All these are called as so-called *Social Web* (i.e., Web 2.0), it is best characterized by the notions of social interaction, content sharing, and collective intelligence. Today's students, often referred as digital natives meaning spending most of their time on computers, game consoles, digital music players, video cameras, cell phones, as well as the Web. Since they are engaged and multitasking in their day-to-day activities, students have a high level of energy in social and creative engagement in learning. Therefore the traditional teaching approaches favors passive content consumption and are no longer applicable and have to be substituted with highly interactive learning processes.

(Kitchakarn, 2016) states that the social media like Facebook has been used for teaching and learning for quite some time. It allows for better participation in the learning activities, especially in learning a fundamental English course at a private university integrated

Facebook. It is possible for students to do self-study, exchange ideas, give comments, and submit the assignments in order to improve their grammar knowledge and writing ability. The study investigated to see how students perceived social media in terms of ease of use, usefulness, and attitude. It was also found that the student learning performance was positively correlated with perceived usefulness of Facebook and attitude. Finally it says the attitude towards it is really positive.

(Almurashi, 2016) In his paper titled "The Effective Use Of Youtube Videos For Teaching English Language In Classrooms As Supplementary Material At Taibah University In Alula" has found that the YouTube website is regarded as one of the best tools online which can be integrated into traditional English lessons. It is a new mode of teaching English courses and examines the effective role of the multimodal text found in many YouTube videos which functions as a supplementary material. It has concluded that YouTube could be a good material to incorporate English lessons and can also help with understanding the lesson, YouTube can play a vital role and play a leading role in helping pupils understand their English lessons, improve their performance, and also advance their understanding of English.

Therefore the research would definitely focus the inevitable contribution of YouTube as a social online media in understanding the generation X in the improvement of the learning curve.

## RESEARCH QUESTION

- How significant is the contribution of YouTube as a social media for the Generation-X learning?
- What is the degree of change the YouTube makes as a teaching and learning tool among the current generation?

## HYPOTHESIS

YouTube influences the Generation X in teaching learning activity in a positive manner.

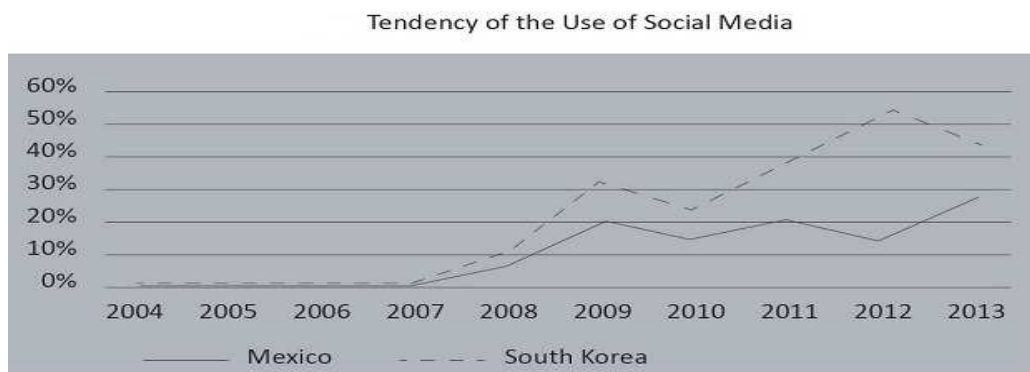
## POPULATION AND SAMPLE

College students of Post-Graduate and Undergraduate students were used for the survey with a sample size of 100 including 12 faculty members of both handling Under Graduate and Post Graduate across the city.

## DATA COLLECTION

The data has been collected from both and primary sources, while a questionnaire has been prepared to collect the primary data and many sources were used to collect the secondary data. The collected data has been tabulated and analyzed for a right interpretation to be made.

### Tendency of the Use of Social Media (Romero, 2014)

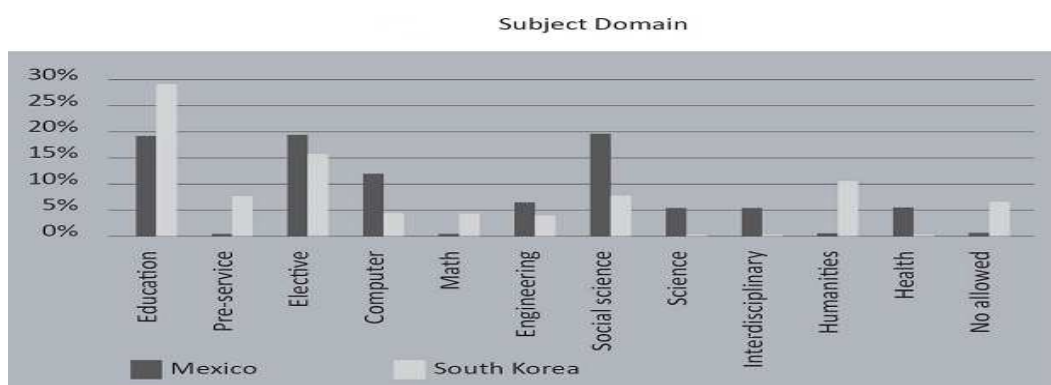


**Figure 1: Tendency of the Use of Social Media (Romero, 2014).**

The above figure shows that the tendency towards the use of social media in Mexico and South Korea for a decade gives a positive in an increasing manner in both the countries. It shows that there is a possibility to use this media to teach and learn as well in Higher Education.

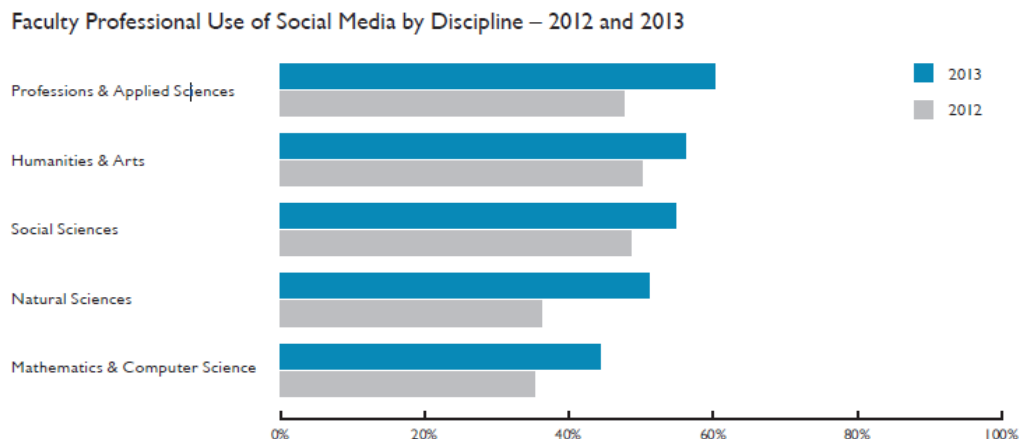
### Subject Domain (Romero, 2014)

The features of social media as a tool for learning in higher education in both Mexico and South Korea shows that predominantly domain knowledge like social sciences 20% (Psychology, Communication Sciences and Administration), education 20% (Virtual Environments and Teaching Methods, and master's in Pedagogy and Educational Technology) and elective subjects 20% (for developing reading and writing skills, discussion skills and university students' development) is improved while using the social media which includes YouTube as well. Whereas the others domains like computer 13.3%, engineering 6.7%, sciences, 6.7%, interdisciplinary 6.7% and health 6.7%. Meanwhile, in South Korea the field is predominant in education 30% (in subjects such as Educational Technology and Instructional Methods). But others domains are: elective 17%, humanities 13%, pre-service 8.7%, social science 8.7%, not allowed 8.7%, computer 4.3%, math 4.3% and engineering 4.3% are less used in both the countries.



**Figure 2: Subject Domain (Romero, 2014).**

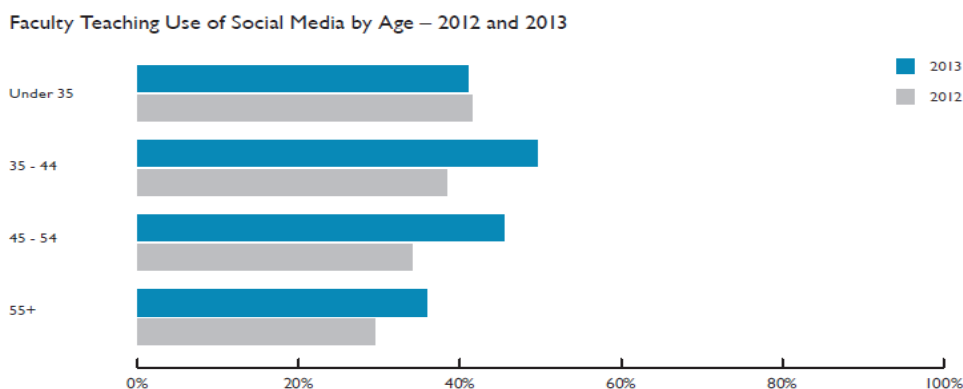
### Faculty Professional Use of Social Media by Discipline – 2012 and 2013 (Jeff Seaman, 2013)



**Figure 3: Faculty Professional use of Social Media by Discipline – 2012 and 2013 (Jeff Seaman, 2013).**

The above shows the professional use of social media and the usage gap between disciplines appears to have narrowed in 2013. The disciplines that had the lowest level of professional use in 2012 have become the fastest growing for 2013. The Faculty in Professions and Applied Sciences are at the forefront using the social media with a year-to-year increase of over 12 percent which is a good increment.

### Faculty Teaching Use of Social Media by Age – 2012 and 2013 (Jeff Seaman, 2013)



**Figure 4: Faculty Professional use of Social Media by Discipline – 2012 and 2013 (Jeff Seaman, 2013).**

The above figure shows the Use of social media by age of the Faculty in the Humanities and Arts, Professions and Applied Sciences, and the Social Sciences for teaching purposes at higher rates than those in Natural Sciences or Mathematics and Computer Science. It shows the greatest degree of year-to-year growth (12 and 8 percent, respectively) in the interest towards usage of social media by the faculty members in the world.

### The YouTube usage by Gender

It shows that maximum with 58% of the Male use YouTube compared to Female which comes to 42%.

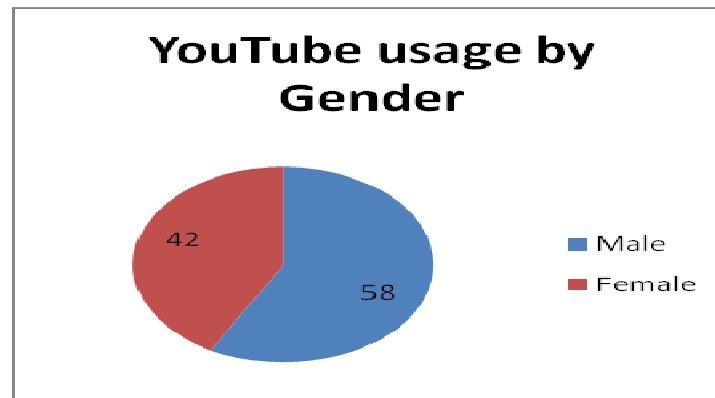


Figure 5: The YouTube usage by Gender.

#### Periodicity of watching YouTube

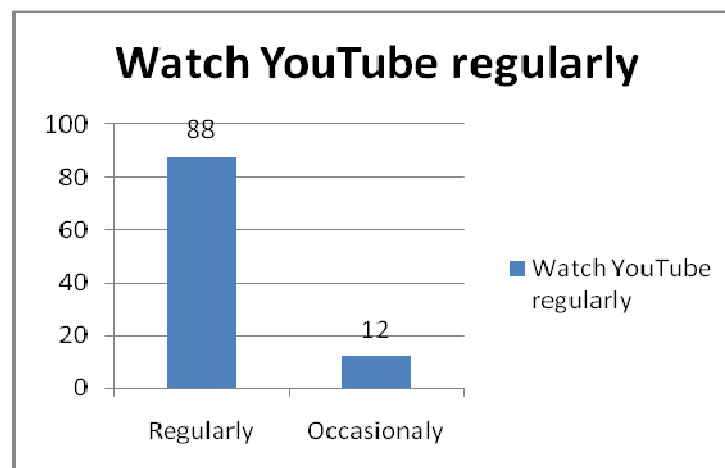


Figure 6: Periodicity of Watching YouTube.

Among the sample, 88% watches YouTube regularly and 12% occasionally.

#### Usage of YouTube for Study Purposes

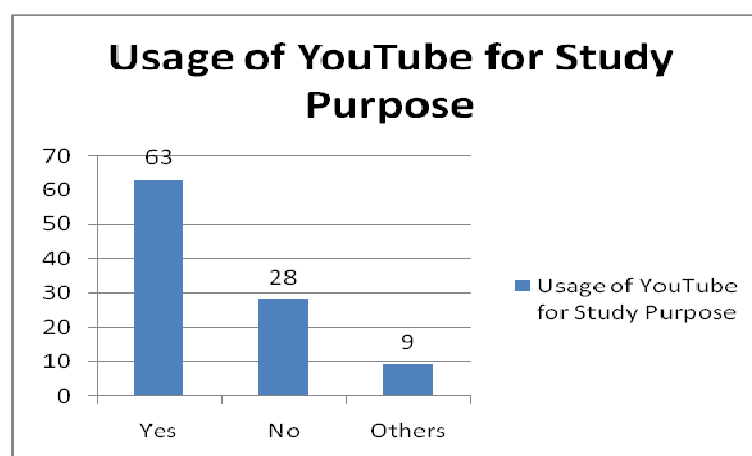
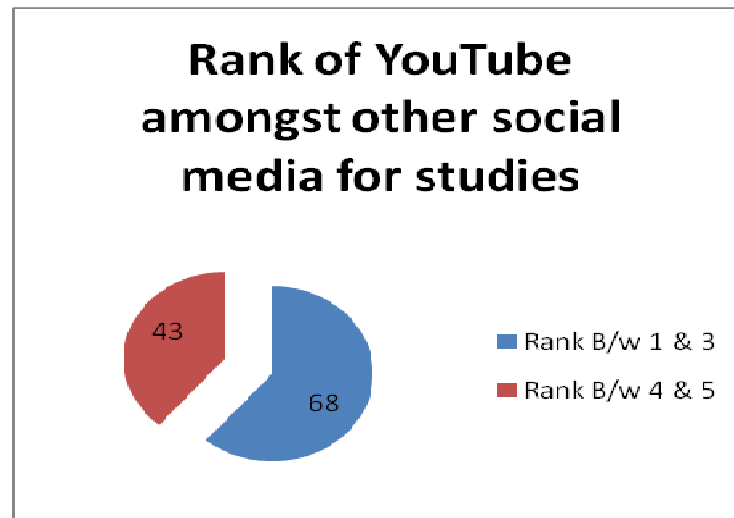


Figure 7: Usage of YouTube for Study Purposes.

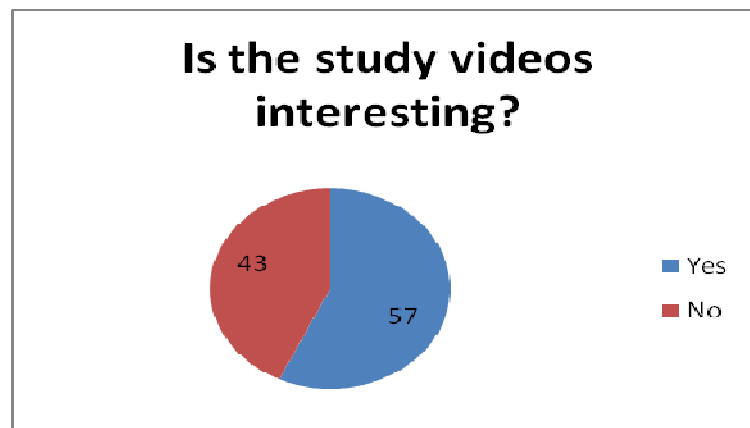
The figure shows 63% use YouTube for subject related purpose, 28% do not use for study purpose and 9% for others as well, therefore it is clear that almost everyone use the channel for one or the other purposes.

### Rank of YouTube for Study Purpose



**Figure 8: Rank of YouTube for Study Purpose.**

Among many social media students use YouTube more with 68% for the study purpose so they have ranked it high comparatively.



**Figure 9: Is the Videos Interesting?**

For the above question the response was that the videos shared by various sources in the YouTube for the study purpose is found interesting among the students of both post-Graduate and under-Graduate.

### ANOVA: Single Factor between YouTube usage based on Subjects and the No. of Hours Spent in a Week

**Table 1: SUMMARY**

Groups	Count	Sum	Average	Variance
63	2	37	18.5	180.5
55	2	45	22.5	24.5

**Table 2: ANOVA**

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	16	1	16	0.156097561	0.730930882	18.51282051
Within Groups	205	2	102.5			
Total	221	3				

## Testing Hypothesis

**H<sub>0</sub>:** YouTube influences the Generation X in teaching learning activity in a positive manner.

**Interpretation:** The stated hypothesis has been tested taking the factors like No. of hours spent in a week with respect to hours spent on subjects in the YouTube as a channel of learning. The ANOVA result shows that the P value i.e., 0.731 is higher than the alpha value of 0.5 therefore we will not reject the hypothesis which is being stated as “YouTube influences the Generation X in teaching learning activity in a positive manner”, meaning there is a positive note that the students who spent more number of hours in the YouTube in a week are utilizing maximum for the studying subjects.

## FINDINGS

The study has brought many findings on the topic that YouTube – The new learning curve of Generation-‘X’. It has been proved with the following findings; (Jovanovic, Chiong, & Weise, 2012) Tendency of using social media for a decade between 2004 and 2014 in two major countries shows it is increasing especially in the learning of the regular subjects of various levels of education. It is also found that the (Lejla A. Bexheti, 2014) teaching fraternity also shows more interest in using the social media for their own profession in an increasing manner, specifically the young and growing generation comparatively. In comparison to female male spent much time in YouTube for their own purpose. The users mostly use YouTube for study purpose comparatively. Many of them watch YouTube regularly. Most of them have found that the study videos are interesting and of course most of them have given good rank to YouTube as a channel of education among many other social media channels. The hypothesis “YouTube influences the Generation X in teaching learning activity in a positive manner.” Which has been tested gave a positive impact that the more number of hours they spent on YouTube more subjects are being covered.

## CONCLUSIONS

The study gave a beautiful walk through in understanding the happenings amongst the Generation-X specifically the usage of YouTube in their own education. It is also found wonderful not only the younger generation but also the teaching fraternity even though they have crossed the age but still showing a good amount of interest in upgrading themselves especially using the social media as a tool (Romero, 2014) YouTube in particular. The YouTube channel contains vast information of various types like video, audio, cartoon, real classroom and much more in the field of education. It is absolutely easy for anyone to learn anything and everything using this channel, the broad spectrum of knowledge sharing has reduced the dearth in the people who want to learn more and more and grow more and more. The channel not only allows the person to receive but also add value too by uploading their contribution therefore it is a two way of learning that’s the reason why it contributes to both the extremities that is teaching and learning. The research work concludes that the one of powerful social media “YouTube” channel contributes for the healthy learning curve to the current generation called Generation-X.

## REFERENCES

1. Almurashi, W. A. (2016). *The Effective Use of Youtube Videos for Teaching English Language in Classrooms as Supplementary Material at Taibah University in Alula. International Journal of English Language and Linguistics Research*, 32–47.
2. Dorothy DeWitt\*, N. A. (2013). *The potential of Youtube for teaching and learning in the performing arts. 13th International Educational Technology Conference (pp. 1118–1126). Kuala Lumpur, Malaysia: Science Direct.*

3. Jeff Seaman, P. A.-K. (2013). *Social Media for Teaching and Learning*. Boston, MA 02116: Pearson Learning Solutions.
4. Jovanovic, J., Chiong, R., & Weise, T. (2012). *Social Networking, Teaching, and Learning*. *Interdisciplinary Journal of Information, Knowledge, and Management* , 39–43.
5. Kitchakarn, O. (2016). *How Students Perceived Social Media as a Learning Tool in Enhancing their Language*. *TOJET: The Turkish Online Journal of Educational Technology* , 53–60.
6. Lejla A. Bexheti, B. E. (2014). *An Analysis of Social Media Usage in Teaching and Learning: The Case of SEEU*. *International Conference on Circuits, Systems, Signal Processing, Communications and Computers (CSSCC '14)* (pp. 90–94). Venice, Italy: CSSCC.
7. Rdouan Faizi, A. E. (2013). *Exploring the potential Benefits of Using Social Media in Education*. *IJEP* , 2836.
8. Romero, O. C. (2014). *Social Media as Learning Tool in Higher Education*. *Sinetica revista electronica de education* , 1–17.
9. S. Jamuna, M. P. (2017). *Utilization Of Instructional Media In Teaching Science*. *International Journal Of Research - Granthaalayah* , 51–56.

## AUTHOR PROFILE



**Dr. (Mrs.) Sapna Sah holds a doctorate** in Education from the Kumaun University. She is also a post graduate in Botany and Education besides holding an M.Phil degree in Education.

She also holds a Diploma in yoga and naturopathy from International Foundation of Natural Health and Yoga, Delhi and has conducted research on “Effect Of Yoga Practices On Emotional Intelligence And Academic Stress Of Adolescent Students”.

She has also presented/published fourteen papers in national and international journals and in conferences on various topics related to education, yoga and concerns of students.

She has been teaching students of Education by working as ASSISTANT PROFESSOR in the Department of Education, in the Noida College of Physical Education, Dhoom Manikpur, U.P. for the last eleven years.

She is deeply involved with the concerns of students and believes in creating a vibrant environment for studies in campuses. It is her belief that the accretion of knowledge is an ongoing process and the educationists in particular should strive to attain newer heights in the assimilation of knowledge. She is herself pursuing a diploma course in higher education and another post-graduate degree course in psychology.